

# **Hinchingbrooke School Accessibility Plan 2013-14**

## **Review 2015**

Hinchingbrooke School plans, over time, to increase the accessibility of provision for all students, staff, parent/carers and visitors to the school. The Accessibility Plan will contain relevant actions to:

- Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.
- Increase access to the curriculum for students with a disability, expanding the curriculum as necessary to ensure that students with a disability are as, equally, prepared for life as are the able-bodied students. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist students in accessing the curriculum.
- Improve the delivery of written information to students, staff, parents/carers and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

We acknowledge that there is a need for ongoing awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

- Behaviour and Attendance
- Curriculum
- Educational Visits

- Equality
- Examinations
- Health & Safety
- Learning and Teaching
- Safeguarding and Child Protection
- SEND
- Supporting Students with Medical Conditions
- School Prospectus and Mission Statement
- School Development Plan

Date of signing .....

Chair of governors .....

Principal .....

Date of review:

**Review; AEG (Principal), DAR (Director of Operations) and AJH (Director of Inclusion and Student Support) 23.06.15**

Target/Task	Staff	Timescale	Resources	Strategy	Outcome	Evaluation
Curriculum review to establish a wide and challenging curriculum for all	LJW	In place for 2013-14 moving to a 3 year KS4 in Sept 2015.		Continue to monitor and review curriculum	The curriculum is accessible to all and that specific groups especially those with SEND make significant progress as measured by VA.	Curriculum review complete and implementation of 3 year KS4 from Sept 2015. Thus creating greater choice and bespoke learning for students. Impact to be assessed through future GCSE results plus (expected increased) attendance and engagement illustrated through more 5s awarded for positive lessons. Use of PASS data and student feedback through "Room with a View" to measure student satisfaction and engagement.  Appointment of Intervention Manager, Core and Foundation Learning Manager, TA restructure and second year of Gateway School have all contributed to a diverse and supportive curriculum.
Improved CPD for staff re: differentiation and support for the needs of students with SEND and those who receive Pupil Premium	AN	Ongoing through staff meetings and training days	Staff meetings and training days	All teachers are able to deliver at least "good" lesson where differentiation is evident and the lesson fully meets the needs of <b>all</b> students but with a particular focus on those with learning and/or physical disabilities.	All teachers produce at least "good" lessons and all students show progress in the lesson and over time with positive VA scores.	Sept 2014 staff training day dedicated to SEND awareness. This to be repeated for Sept 2015 and a particular focus on VI and HI students. SISRA training for HoD/TLR Holders regarding the tracking of all groups for all assessment points. Differentiation workshops throughout the year, and all workshops to consider SEND as part of the information imparted. Focus on INSET Day (03.07.15) on the availability and use of baseline

						<p>data (especially the ARTi data) to inform planning and differentiation in lessons.</p> <p>Ongoing SDP and DDP to highlight the performance of key groups including those with SEND, EAL, BME, FSM, LAC etc.</p>
Improved communication with parents/cares via Parent Forum	AN	Ongoing	Use of Parent Mail	Parents are invited to school meetings, barriers are considered and plans are in pace to remove or reduce these e.g. time of the day, accessible venues etc.	All parents feel they have the opportunity to contribute to the life of the school.	<p>Parent Forums have taken place throughout the year on various topics. One was focused on SEND and disabilities. Attendance was small but outcome very positive. This included the setting up of regular coffee mornings and afternoons for parents/carers of SEND students and also the first after school workshops for staff the first being on the dyslexia friendly classroom.</p> <p>School website to be up-dated with a re-launch in 2015-16. This to work on all devices: computers, I-pads, smart phones etc. and fully compliant with Equality Act 2010 expectations with ability to change font, background colour etc. and to have more video content.</p>
All extra-curricular activities trips and visits are planned to include all students and especially those with physical disabilities	LCC, CZB, SML	Ongoing	Additional resources from Learning Support budget to help dept. budgets, LA funding for students with	All staff to be made aware of the need to plan out of school activities with an awareness of disabled students	All students have the opportunity to access and participate in all school events	When planning an educational visit all staff are asked to consider all students in their planning, including those with special and physical needs. Staff are requested to take these needs into account when completing their risk assessment for

			statements, application for one off grants to Hinchibrooke Foundation	needs and to consult with specialist staff who can aid in this planning (SML)		<p>their visits, making sure that all needs are taken into account and accommodated. This is done by using the flags on Bromcom, consulting the alert book and liaising with the team in the SEND office and at the Gateway School. Where deemed necessary a member of the SEND team will accompany a visit to offer additional support.</p> <p>All clubs are advertised to all students through Bells Gone; What's On?, via an annual open evening for extra-curricular activities, via letters home via parent mail, and through form tutors to encourage participation for all.</p> <p>Students are made aware of bursaries and the educational visits fund in the initial parent letter for all visits so students who find cost a barrier to participate can apply for funding.</p> <p>Of all extra-curricular clubs supplying appropriate data 10% of participation was made up from students with SEND.</p> <p>Need to increase the number of positive activities and clubs at lunchtime for all and different needs of students; so to reduce further examples of poor behaviour at</p>
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						lunchtimes and to support vulnerable and needy student
Transfer of specialist Student Services to Nunnery Court but retain specialist disability resources in mainstream school	AJH	Majority of plan completed by Sept 2013	EOTAS budget	Students who require additional emotional or educational support can do so via specialist teams. Those who cannot come to school have bespoke timetables via on-line learning but via reviews and visits still feel part of the school and with the target they return to school part-time then full-time.	Establishment of one stop shop for all students to receive IAG, counselling and medical care in Nunnery Court building, Ground Floor and Alternative Provision including those with medical needs on First Floor. Specialist disabled therapy room and toilet/shower to remain in middle school	Achieved.
TA restructure	AEG, AJH	Autumn 2013 and Spring 2014 Terms	School SEND budget	TAs to be appointed as para-professionals based upon DfE advice and research to work alongside teachers in delivering at least "good" lessons and to move away from "Velcro" model of	Establishment of specialist TA teams to support students with: <ol style="list-style-type: none"> <li>1. Medical needs, ASD and disabilities</li> <li>2. SEBD</li> <li>3. General needs in subject depts. Via Directorates</li> </ol>	Achieved.  TA review conducted Spring/Summer Term 2015. Second Action Plan to be in place for 2015-16.

				student dependence		
Appointment of a full-time qualified nurse	AEG, DAR, AJH	Ongoing	School staffing budget	Present school nurse is now seen as an essential requirement but the contract is with an agency who monitor and provide all appropriate and necessary CPD.	School has a full-time nurse able to advise and treat all students and especially those with complex medical needs.	In place.  Nurse continues to be appointed from an agency who cover all health related training and support. Contract reviewed annually and health related data reported to governors each term and annually.
Rewriting of policies on medical needs to comply with Education Act and new SEND Code of Practice 2014	AJH	By Summer term 2014			New" Supporting Students with Medical Conditions" Policy replaces those on Medical Needs for EOTAS, Intimate Care and Health Centre Procedures. Procedures are in line with DfE requirements and are clear and available to all via school website.	Achieved.  New Supporting Students at School with Medical Conditions policy in place and available on school website.  New SEND Policy (plus Physical Restraint and Alternative Provision) to be written for 2015-16 in compliance with new SEND Code of Practice.
ICT facilities are available and able to improve the educational opportunities for all	AEG, RC	Ongoing	School budget. Subject depts. to identify how their capitation can be spent on improved IT facilities.	All students are able to improve their communication and learning via IT but those with disabilities have this improved /enhanced.	All students have improved IT facilities. Students with physical disabilities have IT to speed up the recording of work and levels of communication All parents/carers are	Whole school ICT Wi-Fi networking improvements made during 2014-15.  All statemented students have been offered/given an I-pad.  Need to improve IT access (and rooms/invigilators) for exam access arrangements.

				School reviews its current practice and will seek the opinions and feedback from all and specific parents. School publications and communications media will be constantly reviewed and alternative formats promoted. Parent Forum to feedback on communication.	able to access schools website and parent mail. Parents with disabilities are able to communicate with school via bespoke support programmes and purchase of IT equipment. School communication is effective in meeting the needs of all parents/carers	
Continue to improve school signage and accessibility to the school site.	DAR, IMO, SSW	Ongoing		Site, signage and accessibility are continuously reviewed, whilst new builds and developments have this in consideration.	The school site continues to be safe and accessible to all and signage is clear, useful and welcoming.	<p>Whole school plan to improve signage during 2015-16. More dedicated visitor parking and parental drop off zone that can especially cater for disabled people.</p> <p>Plan already under way to improve main reception with a new visitor area with improved wheel chair access and a second ground floor meeting room.</p> <p>Need to up-date hearing loops in main reception and for conference facilities in Hinchingbrooke House that match that in the PAC.</p>

						<p>Specific and appropriate yellow paint now used on all steps and entrances for VI access.</p> <p>Plan for improved ground floor access to Hinchingsbrooke House for wheel chair users in accordance with Equality Act 2010 and “reasonable adjustments”.</p> <p>Continued review of school student reporting system. Appointment of new Assistant Principal to lead on: review of this and the transfer to “My Child at School” - on-line instant access for parents to student records at school; introduction of academic review days and the focus on the whole student, their needs, progress and future.</p>
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